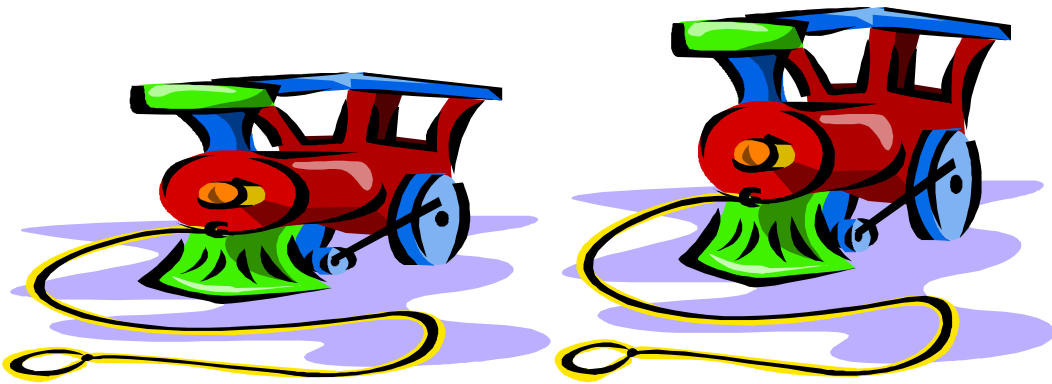


THE LITTLE FUNCTIONS BOOK

Developed by Teacher Leader Committee for Pittsburg Unified School District
Revised June, 2008



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“A RESOURCE/TOOL FOR TEACHERS”

Developed by Pittsburg Unified School District teachers to be used in connection with Pacing Guides, Teacher Editions and English Learner materials.

ACKNOWLEDGEMENTS

Original Authors: Deborah Meylan and Linda Sturgis
Desktop Publisher: Joanne Hays

SPECIAL ACKNOWLEDGEMENTS

To Deborah Meylan for the hours of dedicated work in creating, editing and training PUSD staff on the use of the Little Functions Book.

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FRONTLOADING

DEFINITIONS: Frontloading is teaching Academic Language Structures and Academic Vocabulary in order to understand and express comprehension of text.

Frontloading is a powerful strategy that provides English Language Learners (ELL) and Standard English Learners (SEL) with the necessary scaffolds to answer comprehension questions both orally and in writing as well as understand text. Frontloading will increase students' comprehension skills and vocabulary, as well as written fluency.

PURPOSE

“The Little Functions Book” will provide teachers with an explicit routine for frontloading, numerous sentence frames at different English Language Learners Oral Proficiency Levels and a glossary of key words. This helpful book should be used in conjunction with the Language Arts Teacher Editions, the District Pacing guides and the (Open Court)English Language Support Guide/(Houghton Mifflin) English Learner Handbook to plan powerful lessons for all learners.

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Teacher Pre-Planning

Step 1: *Read Story and Choose Comprehension Questions on which to focus.*

Step 2: *Determine Language Function of comprehension questions.*

Step 3: *Make Target Sentence Frames.*

Step 4: *Choose FAMILIAR Vocabulary to practice sentence frames.*

Step 5: *Determine Academic and Story Vocabulary.*

Step 6: *Prepare Pictorial Input Chart using vocabulary chosen.*

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Direct Instruction Routine for Frontloading

Direct Instruction Routine -Use established routine with all comprehension curriculum: language arts, social studies, etc.

Step 1: Introduce Comprehension skill (function) with the sentence: “Our comprehension skill this week is _____,” and show the skill in a Sentence Frame: e.g. “*Cause and Effect*”.

- Use the generic sentence frame: The objective of our lesson today is to learn how to _____.

Step 2: Define the skill(function): read the definition from a second sentence strip;”*The cause is why an event happens, the effect is what happens as a result.*” Suggestion: Use a Multi-Flow Thinking Map.

Step 3: Post the sentence frames that match the comprehension skill of the week. Use personal examples to illustrate the skill (function), e.g. *I am hungry, so I eat; I am cold, so I put on a sweater.* Use sentence frame____,so____ with post it notes. (Give several examples)

Step 4: After browsing the story, use another generic sentence frame to discuss how the story relates to the unit theme: “The story related to the theme of ____ because _____.”

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Step 5: Read the story chorally. During and after the read, use the Comprehension Skill Sentence Frames/(on pages 8-27) to discuss examples of the comprehension skill. Using sentence frames, the teacher models two or three examples of the focus comprehension skill from the first pages of the story. Then the teacher asks the students to use sentence frames to answer further targeted comprehension questions (I, We, You, Whole Class) skill from the story.

Step 6: Have students “think-pair-share” examples from the story. Teacher monitors sharing.

Step 7: Use equity sticks to call on pairs; have one student tell the class what the partner’s example was, e.g. _____, because _____. Class chorally repeats answer giving students additional opportunities to practice the target function language. Use the Language Strategies for Active Classroom Participation to encourage and increase academic vocabulary used by students during discussions.

Step 8: Teacher models written student responses in sentence strips or on board.

Step 9: Students write responses using the target comprehension questions and sentence frames.

Step 10: Choose one student response to transfer onto a sentence strip to use as a permanent example for this skill.

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Direct Instruction Routine for Frontloading

* Workshop/Universal Access Follow Up Practices:

- Writing- Target Function Sentence frames correspond directly with written work. Students will increase their ability to respond in writing when sentence frames are consistently used in classrooms.
- Handing Off – Use the Language Strategies for Active Classroom Participation to elevate classroom discussions-both academic language and the comprehension of functions.
- Fluency Practice – after fluency practice, partners summarize using sentence frames from this book.

*Friday Format

Objective-Students will be able to answer previously unposed comprehension skill questions.

Objective-Students will be able to apply comprehension skills to other text, including science and social studies.

**Suggestions:

- Literature Circle
- Social Studies/Science Integration
- Writing Responses/Student Pictorial Input Summaries

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Comprehension Strategies and Skills

Strategies

Tools to use while reading

Asking Questions
Making Connections
Monitoring and Adjusting
Reading Speed
Predicting
Visualizing
Reality/Fantasy

Skills

Structures the author uses

Author's Point of View
Author's Purpose
Cause and Effect
Classify and Categorize
Compare and Contrast
Drawing Conclusions
Fact and Opinion
Main Idea and Details
Making Inferences
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Summarizing

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Summarizing

Functions Differentiated Prompt Samples

CST Release Questions

Sentence Frame Responses

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Functions Differentiated Prompt Samples

CST Release Questions

Sentence Frame Responses

8

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ASKING AND ANSWERING QUESTIONS

Target Form(s): Verbs and verb phrases in questions
(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
Who _____? Where _____? What _____? Why _____?	How did the _____ when _____? What did/does _____? Why did/does _____? Where did/does _____? How did/does _____?	I wonder why _____ would _____?	How would a _____ if _____ was _____? Why would _____? Why would _____ when _____? What caused _____? How would a ___ if _____?

SIMPLE ----->COMPLEX
(Independent /Dependent Clause)

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Author's Purpose

P.I.E.E. Persuade, Inform, Explain, Entertain

Examples Of Teacher Prompts

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
Why do you think this author wrote this book?	What is a possible purpose of the author writing this?	What leads you to think the author's purpose is _____? Why do you think _____ form is appropriate for the authors purpose?	

CST RELEASE QUESTIONS

2nd & 3rd

4th & 5th

*What does the author mostly want you to know about _____?	*In this passage, the author mainly _____? *Why did the author include paragraph _____ in this passage? *In paragraph _____, the author shows how _____ became _____. *The purpose of this passage is _____. *These passages are best described as _____.
--	---

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Author's Purpose

Target Form(s): Conjunctions and “to be” (is)

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
It tells me that _____. _____ is _____. I think that ____ because _____.	The author's purpose is _____ because _____.	Both _____ and _____ lead me to think the author's purpose is _____. Since _____, I know _____.	Upon contemplating _____ and _____, I think the author's purpose is _____. After reviewing _____, it is clear that the author's purpose is _____.

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

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Author's Purpose

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SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

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CAUSE AND EFFECT RELATIONSHIPS

Examples of Teacher Prompts

What keeps the land in Holland safe and dry?	Explain why (the cause) the land in Holland is kept safe and dry (the effect).	Explain the cause and effect relationship between the dikes and the land of Holland.
You're allergic to bees and there are many of them buzzing around the tree. What do you need to do?	Because you are allergic to bees, what would you do if a swarm of them came buzzing around the yard?	Why would a swarm of bees in the yard cause you to go running in the house?
Tell me why the house fell down.	Why did the house of cards collapse?	What caused the house of cards to collapse?

CST Release Questions

2nd & 3rd

4th & 5th

<p>* ____ began because ____.</p> <p>* ____ has a problem because ____.</p> <p>* ____ could be described as ____ because ____.</p> <p>* Why ____? (answer begin with to/so ____)</p> <p>* In paragraph, ____ is probably called ____ because ____.</p>	<p>* Why is it important to ____?</p> <p>* Why does ____ mention ____?</p>
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CAUSE AND EFFECT RELATIONSHIPS

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CAUSE AND EFFECT RELATIONSHIPS

Target Form(s): Subordination/coordinating conjunctions and verbs

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
The ___ are ___. The ___ _____. (simple response to question asked)	___ because _____. ____, so _____. Because ___, _____. 	I'm ___, so I would _____. Since ___, _____. As a result of ___, _____. 	____, which led to ___ ing. Due to the fact that ___, _____. _____ caused _____.

SIMPLE-----→ COMPLEX
(Independent /Dependent Clause)

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CLASSIFYING/CATERGORIZING

Examples of Teacher Prompts

Name some ways to travel on things that have motors.	How would you categorize cars, buses and trains?	Think of some modes of transportation. Now, put them into two categories.
Name some ways to travel on things that do not have motors.	What name would you give to this group of items?	Those that have motors and those that do not.
How are hot dogs, pizza, and potato chips similar.	Mauna Loa and Kilauea belong in the same category. Does Mount Shasta belong here too?	Why does pizza belong to the unhealthy food category and fruit doesn't.
What do Mauna Loa and Kilauea have in common.		What criteria do you use to determine the classifications of Mt. Shasta and Mt. Hood?

CST Release Questions

2nd & 3rd

4th & 5th

	<p>*If ___ is ___, which category should ___?</p> <p>*Which category should ___ use/look to find ___?</p>
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Examples of Teacher Prompts

Name some ways to travel on things that have motors. Name some ways to travel on things that do not have motors.	How would you categorize cars, buses and trains?	Think of some modes of transportation. Now, put them into two categories; those that have motors and those that do not.
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CLASSIFYING/CATERGORIZING

Target Form(s): Simple present tense verbs, conjunctions, models, conditionals

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
There are ____ types of ____. ____ have ____. ____ do not have ____.	____ and ____ are examples of ____. ____ and ____ are types of ____. ____,____, and ____ all have ____.	Both ____ and ____ could be classified as ____. ____,____ and ____ fit into the category of ____. I could group ____ into the category of ____.	Because/Since _____ have _____, we should categorize them as _____.

SIMPLE -----> COMPLEX

(Independent /Dependent Clause)

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CLASSIFYING/CATERGORIZING

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(Build lesson from simple to complex)

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SIMPLE -----> COMPLEX

(Independent /Dependent Clause)

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COMPARING AND CONTRASTING

Examples of Teacher Prompts

Beg/Intermediate	Intermediate	Early Advanced/Advanced
Name something that both characters/animals/things have.	How are the two characters/animals/things alike? Explain what is different/similar about the two characters.	Identify the ways in which the two characters/animals/things are alike and different. Give some examples of how the characters' personalities are similar or different.

CST Release Questions

2 nd & 3 rd	4 th & 5 th
*How are ____, ____, and ____ alike? *How is the ____ different at the end of the story? *Which word is the main heading for the other 3 words? (grandchild, family, father, grandmother) *Which word names a group that includes the other 3 words? *These stories (both) happen _____.	*What do ____ have in common with ____? *____ could be best be compared to _____. *The information in all of the passages supports the idea that _____. *These passages are best described as _____. *In both stories, the main character learns _____. *One difference between ____ and ____ is _____. *These passages are best described as _____.

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COMPARING AND CONTRASTING

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Beg/Intermediate	Intermediate	Early Advanced/Advanced
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CST Release Questions

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COMPARING AND CONTRASTING

Target Form(s): Conjunctions, adjectives, comparative adjectives

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
A __ has _____. A __ have _____. A ____ is _____. A _____ are _____. A _____ is a _____.	Have both __ and _____, but _____ have _____. A ____ is ____-er than a _____. ____ is _____, but _____ is _____. ____ and ____ are both _____. They are both _____.	____ and ____ are similar because they both _____. A ____ is _____ compared to a _____. They are different because _____ and _____. ____ and ____ are similar because _____; however, ____ are different because _____.	The way _____ and _____ are alike is that they both are/have _____, but what is different is that ____ are/have _____. There are several major differences between _____ and _____, the most notable being _____. A ____ is _____. _____ is _____ by comparison.

SIMPLE-----→COMPLEX

(Independent /Dependent Clause)

COMPARING AND CONTRASTING

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(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
A __ has _____. A __ have _____. A ____ is _____. A _____ are _____. A _____ is a _____.	Have both __ and _____, but _____ have _____. A ____ is ____-er than a _____. ____ is _____, but _____ is _____. ____ and ____ are both _____. They are both _____.	____ and ____ are similar because they both _____. A ____ is _____ compared to a _____. They are different because _____ and _____. ____ and ____ are similar because _____; however, ____ are different because _____.	The way _____ and _____ are alike is that they both are/have _____, but what is different is that ____ are/have _____. There are several major differences between _____ and _____, the most notable being _____. A ____ is _____. _____ is _____ by comparison.

SIMPLE-----→COMPLEX

(Independent /Dependent Clause)

DRAWING CONCLUSIONS

Examples of Teacher Prompts

Beg/Early Intermediate	Intermediate	Early Advanced/Advanced
Is this story true? How do you know?	How do you know whether or not this story is true?	How did you conclude that this story is fiction?
Which character do you think is the smartest?	How do you know which character is the smartest?	Which character do you conclude to be the smartest? What evidence supports your conclusion?
How does the character feel?	How do you think the character feels? Why do you think she feels that way?	Describe how the character feels and what contributes to these feelings.

CST Release Questions

2 nd & 3 rd	4 th & 5 th
Which can best be described as _____?	Which can best be described as _____? _____ could best be described as _____. What lesson can you learn from this? _____ In this passage, what does _____ want/feel?

DRAWING CONCLUSIONS

Examples of Teacher Prompts

Beg/Early Intermediate	Intermediate	Early Advanced/Advanced
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2 nd & 3 rd	4 th & 5 th
Which can best be described as _____, _____?	Which can best be described as _____, _____ could best be described as _____. What lesson can you learn from this? _____ In this passage, what does _____ want/feel?

DRAWING CONCLUSIONS

Target Form(s): Comparative adjectives, adverb clauses telling why

(Build lesson from simple to complex)

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	___ is/are ____. ___ is not ____. ___ can ____. ___ can't ____. Ex: She is worried.	___ is ____ because ____. I know ____ because ____. Since ____, I know ____. I can conclude ____ because _____.	Because the ____, I can conclude ____. I know how s/he feels ____ because ____. The text _____. I know _____. Therefore, I can conclude _____.	Considering that ____ is ____, we can conclude that _____. As a result of ____, _____. I've noticed ____, Consequently/therefore, I can conclude _____.

SIMPLE -----> COMPLEX

(Independent /Dependent Clause)

DRAWING CONCLUSIONS

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SIMPLE -----> COMPLEX

(Independent /Dependent Clause)

FACT FROM OPINION

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
	<ul style="list-style-type: none">*Which of these is an opinion from this passage?*Which of these is a fact from this passage?*Which statement is a fact?

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FACT FROM OPINION

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
	<ul style="list-style-type: none">*Which of these is an opinion from this passage?*Which of these is a fact from this passage?*Which statement is a fact?

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FACT FROM OPINION

Target Form(s): Introductory Phrases, Verbs, Modals and subordinate clauses

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
I like_____ because_____.	I think_____ because_____.	In my opinion, _____because_____ _____	According to_____, _____.
_____ is a _____.	This is a(n)_____ because we		This is a/an _____ because it can/cannot be
It is a _____.	can/cannot prove_____.		proven.

FACT FROM OPINION

Target Form(s): Introductory Phrases, Verbs, Modals and subordinate clauses

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
I like_____ because_____.	I think_____ because_____.	In my opinion, _____because_____ _____	According to_____, _____.
_____ is a _____.	This is a(n)_____ because we		This is a/an _____ because it can/cannot be
It is a _____.	can/cannot prove_____.		proven.

NOTES:

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NOTES:

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Identifying Author's Point of View

Target Form(s):

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
<p>It says "he." It is third person</p> <p>The author says "I". It is first person.</p> <p><i>Who is telling the story?</i></p> <p>The author</p>	<p>The author uses <i>I</i> and <i>we</i>. That means it's the first person</p> <p>It is like the author is telling a story that happened to him. This means that it is first person.</p> <p>The author tells the story like she is watching it happen. This means it is third person</p>	<p>The author uses <i>I</i>, <i>my</i>, <i>our</i>, and <i>we</i>, so I can tell it is written in the first person.</p> <p>The author is part of the action, so it's first person.</p>	<p>The author refers to the main character as "she" and is watching what is happening. This means it's written in the third person.</p>

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Identifying Author's Point of View

Target Form(s):

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
<p>It says "he." It is third person</p> <p>The author says "I". It is first person.</p> <p><i>Who is telling the story?</i></p> <p>The author</p>	<p>The author uses <i>I</i> and <i>we</i>. That means it's the first person</p> <p>It is like the author is telling a story that happened to him. This means that it is first person.</p> <p>The author tells the story like she is watching it happen. This means it is third person</p>	<p>The author uses <i>I</i>, <i>my</i>, <i>our</i>, and <i>we</i>, so I can tell it is written in the first person.</p> <p>The author is part of the action, so it's first person.</p>	<p>The author refers to the main character as "she" and is watching what is happening. This means it's written in the third person.</p>

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Main Idea and Supporting Details

CST Release Questions

2nd & 3rd

4th & 5th

<p>**Which sentence tells the main idea of the selection?</p> <p>**What lesson can you learn from this ____?</p> <p>**Which of these is the theme of the story?</p> <p>**This story helps explain ____.</p> <p>**Which of these details should be included in a summary of the story?</p> <p>**What saying best tells what ____ learned in this story?</p> <p>**Paragraph 1 tells you ____.</p> <p>**In this passage, what does ____ want/feel for ____?</p>	<p>In this passage the author mainly_____.</p> <p>What is the Main idea of this passage?</p> <p>The information in all of the passages supports the idea that_____.</p> <p>What is the main event in _____?</p> <p>What is a good title for this passage?</p> <p>What is ____ main problem in this story?</p> <p>Which statement is a theme of this story?</p> <p>This poem is mainly about_____.</p> <p>The author uses details like_____ to show_____.</p> <p>Which statement most accurately summarizes_____?</p> <p>By examining_____, a _____ can tell all about the following except_____?</p> <p>What detail should be added to improve the paragraph?</p> <p>Why does _____ mention _____?</p>
--	--

Main Idea and Supporting Details

CST Release Questions

2nd & 3rd

4th & 5th

<p>**Which sentence tells the main idea of the selection?</p> <p>**What lesson can you learn from this ____?</p> <p>**Which of these is the theme of the story?</p> <p>**This story helps explain ____.</p> <p>**Which of these details should be included in a summary of the story?</p> <p>**What saying best tells what ____ learned in this story?</p> <p>**Paragraph 1 tells you ____.</p> <p>**In this passage, what does ____ want/feel for ____?</p>	<p>In this passage the author mainly_____.</p> <p>What is the Main idea of this passage?</p> <p>The information in all of the passages supports the idea that_____.</p> <p>What is the main event in _____?</p> <p>What is a good title for this passage?</p> <p>What is ____ main problem in this story?</p> <p>Which statement is a theme of this story?</p> <p>This poem is mainly about_____.</p> <p>The author uses details like_____ to show_____.</p> <p>Which statement most accurately summarizes_____?</p> <p>By examining_____, a _____ can tell all about the following except_____?</p> <p>What detail should be added to improve the paragraph?</p> <p>Why does _____ mention _____?</p>
--	--

MAIN IDEA AND SUPPORTING DETAILS

Target Form(s): Simple present tense verbs and coordinating conjunctions

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
The main idea is _____. (one or two words) Detail expressed simply, such as: _____ (noun) _____ (verb).	The main idea is _____. (several words) A detail is _____.	The main idea is _____ which means _____. _____ and _____ are details that support this idea.	Since the main idea is _____, a supporting detail might be _____.

SIMPLE -----→COMPLEX
(Independent /Dependent Clause)

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MAIN IDEA AND SUPPORTING DETAILS

Target Form(s): Simple present tense verbs and coordinating conjunctions

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
The main idea is _____. (one or two words) Detail expressed simply, such as: _____ (noun) _____ (verb).	The main idea is _____. (several words) A detail is _____.	The main idea is _____ which means _____. _____ and _____ are details that support this idea.	Since the main idea is _____, a supporting detail might be _____.

SIMPLE -----→COMPLEX
(Independent /Dependent Clause)

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MAKING CONNECTIONS

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
	<p>*If _____ is _____, which category should _____?</p> <p>*Which category should _____ use, look to find _____.</p>

MAKING CONNECTIONS

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
	<p>*If _____ is _____, which category should _____?</p> <p>*Which category should _____ use, look to find _____.</p>

MAKING CONNECTIONS

Target Form(s): adjectives, conjunctions,

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
It was just like _____. I felt _____.	____reminds me of _____. This selection makes me realize _____ and the other selection made me realize _____.	I have a connection to make between ____ and _____. I know _____.	Even though I've never experienced_____, I think it might be similar to _____.

SIMPLE ----->COMPLEX
(Independent /Dependent Clause)

MAKING CONNECTIONS

Target Form(s): adjectives, conjunctions,

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
It was just like _____. I felt _____.	____reminds me of _____. This selection makes me realize _____ and the other selection made me realize _____.	I have a connection to make between ____ and _____. I know _____.	Even though I've never experienced_____, I think it might be similar to _____.

SIMPLE ----->COMPLEX
(Independent /Dependent Clause)

MAKING INFERENCE

CST Release Questions

2nd & 3rd

4th & 5th

What is _____'s problem in the story? How does _____ solve their problem in this passage? How does _____ feel at the end of the story? Why? _____ can best be described as _____. _____ might best be described as _____. Maps-According to the map, _____.	Symbols: _____ is most likely a symbol of _____ (love). Why is it important to _____? Why does _____ mention _____?
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MAKING INFERENCE

CST Release Questions

2nd & 3rd

4th & 5th

What is _____'s problem in the story? How does _____ solve their problem in this passage? How does _____ feel at the end of the story? Why? _____ can best be described as _____. _____ might best be described as _____. Maps-According to the map, _____.	Symbols: _____ is most likely a symbol of _____ (love). Why is it important to _____? Why does _____ mention _____?
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MAKING INFERENCE

Target Form(s): Conjunctions, prepositions, prepositional phrases, adverbs, verbs

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
I know __ because __. _____ thinks _____, because _____. I think __ because __.	I can infer that _____. I believe _____ because _____. _____ tells me that _____.	_____ and _____ from the text allows me to infer _____.	I can infer _____ from the text, due to _____ and _____ details. Although _____ happens in the text, I can still infer that _____.

SIMPLE ----->COMPLEX
(Independent /Dependent Clause)

MAKING INFERENCE

Target Form(s): Conjunctions, prepositions, prepositional phrases, adverbs, verbs

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
I know __ because __. _____ thinks _____, because _____. I think __ because __.	I can infer that _____. I believe _____ because _____. _____ tells me that _____.	_____ and _____ from the text allows me to infer _____.	I can infer _____ from the text, due to _____ and _____ details. Although _____ happens in the text, I can still infer that _____.

SIMPLE ----->COMPLEX
(Independent /Dependent Clause)

PREDICTING/CONFIRMING PREDICTIONS

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
Which line in the story tells the reader that something is about to happen?	

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PREDICTING/CONFIRMING PREDICTIONS

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
Which line in the story tells the reader that something is about to happen?	

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PREDICTING/CONFIRMING PREDICTIONS

Target Form(s): Future tense verbs, conditional mood

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
It was ____.	I predicted ____ and I found out that ____.	Now I see that my prediction was (not) confirmed because ____.	Although I predicted ____, I see that my prediction was not confirmed. Instead, ____.
I thought ____.	Now I think ____.	The word(s) ____	
Yes, she ____.	tell me ____	The word(s) ____	
No, they ____.	is about to happen.	indicates ____	
		is about to happen.	

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

PREDICTING/CONFIRMING PREDICTIONS

Target Form(s): Future tense verbs, conditional mood

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
It was ____.	I predicted ____ and I found out that ____.	Now I see that my prediction was (not) confirmed because ____.	Although I predicted ____, I see that my prediction was not confirmed. Instead, ____.
I thought ____.	Now I think ____.	The word(s) ____	
Yes, she ____.	tell me ____	The word(s) ____	
No, they ____.	is about to happen.	indicates ____	
		is about to happen.	

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

REALITY FROM FANTASY

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
This story is best described as _____.	
Folktales/poems/riddles	

REALITY FROM FANTASY

CST Release Questions	
2 nd & 3 rd	4 th & 5 th
This story is best described as _____.	
Folktales/poems/riddles	

REALITY FROM FANTASY

Target Form(s): Conjunctions, adverb clauses telling why, models

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
_____ is/are _____.	_____ is not true because _____.	Since _____, I know _____.	_____ is _____, therefore/consequently it must be _____.
_____ could not really _____.	_____ and _____ can _____, so I know this story is _____.	The part about _____ is fantasy because _____.	As a result of _____, we can conclude that _____.
_____ can _____.		I can conclude _____ because _____.	
_____ can't _____.			

SIMPLE----->COMPLEX

(Independent /Dependent Clause)

REALITY FROM FANTASY

Target Form(s): Conjunctions, adverb clauses telling why, models

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
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_____ can _____.		I can conclude _____ because _____.	
_____ can't _____.			

SIMPLE----->COMPLEX

(Independent /Dependent Clause)

SEQUENCING EVENTS

CST Release Questions	
2 nd & 3 rd	4 th & 5 th

*Note: Sequencing is exceptionally important for writing purposes. It is also critical in the curricular areas of Science, Social Studies, as well as Cause and Effect.

SEQUENCING EVENTS

CST Release Questions	
2 nd & 3 rd	4 th & 5 th

*Note: Sequencing is exceptionally important for writing purposes. It is also critical in the curricular areas of Science, Social Studies, as well as Cause and Effect.

SEQUENCING EVENTS

Target Form(s): Verb Tenses, Adverb Clauses, Signal Words Showing Chronological Order

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
First, _____ Then, _____ Next, _____ Last _____ Finally _____	Once you ____, then you ____. After _ (action), the _. Initially, _____.	Prior to ____, _____. Just as ____ (action or event), _____. Consequently, _____.	Prior to ____ occurring _____.

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

SEQUENCING EVENTS

Target Form(s): Verb Tenses, Adverb Clauses, Signal Words Showing Chronological Order

(Build every lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
First, _____ Then, _____ Next, _____ Last _____ Finally _____	Once you ____, then you ____. After _ (action), the _. Initially, _____.	Prior to ____, _____. Just as ____ (action or event), _____. Consequently, _____.	Prior to __ occurring _____.

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

SUMMARIZING

CST Release Questions

2nd & 3rd

4th & 5th

<p>****This story is best described as _____.</p> <p>(biography/folktale/poem/riddle)</p> <p>** _____ began because _____.</p> <p>** _____ has a problem because _____.</p> <p>** _____ could be described as _____ because _____.</p> <p>Why _____? (answer begins with to/so)</p> <p>**In paragraph _____ is probably called _____ because _____.</p>	<p>Symbols:</p> <p>_____ is most likely a symbol of _____.</p>
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SUMMARIZING

CST Release Questions

2nd & 3rd

4th & 5th

<p>****This story is best described as _____.</p> <p>(biography/folktale/poem/riddle)</p> <p>** _____ began because _____.</p> <p>** _____ has a problem because _____.</p> <p>** _____ could be described as _____ because _____.</p> <p>Why _____? (answer begins with to/so)</p> <p>**In paragraph _____ is probably called _____ because _____.</p>	<p>Symbols:</p> <p>_____ is most likely a symbol of _____.</p>
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SUMMARIZING

Target Form(s): Increasing Complex Sentences with Increasingly Specific Vocabulary

(Build every lesson from simple to complex)

Beginning, Early Intermediate	Intermediate	Early Advanced	Advanced
_____ is _____.	_____ is _____, and the result is _____.	In short _____, but actually _____.	Concluding that _____ is _____ makes the most sense because _____.
.	_____ _____, and then _____.	To conclude, _____.	Consequently, _____ because _____.
	Finally, _____.	In summary, _____.	

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

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SUMMARIZING

Target Form(s): Increasing Complex Sentences with Increasingly Specific Vocabulary

(Build every lesson from simple to complex)

Beginning, Early Intermediate	Intermediate	Early Advanced	Advanced
_____ is _____.	_____ is _____, and the result is _____.	In short _____, but actually _____.	Concluding that _____ is _____ makes the most sense because _____.
.	_____ _____, and then _____.	To conclude, _____.	Consequently, _____ because _____.
	Finally, _____.	In summary, _____.	

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

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Notes:

Notes:

MORE FUNCTIONS.....

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MORE FUNCTIONS.....

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Notes:

PUSD

Notes:

PUSD

DESCRIBING ACTIONS/ASKING QUESTIONS

Target Form(s): Present progressive, simple present, and past tense verbs, adverbs, subordinating conjunctions

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
What is _____ doing? What is happening to the _____?	Why did they _____? How does the _____? Why didn't the _____?	How did the _____?	What was causing the _____ to _____? How had the fact that _____ effect _____?

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

DESCRIBING ACTIONS/ASKING QUESTIONS

Target Form(s): Present progressive, simple present, and past tense verbs, adverbs, subordinating conjunctions

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
What is _____ doing? What is happening to the _____?	Why did they _____? How does the _____? Why didn't the _____?	How did the _____?	What was causing the _____ to _____? How had the fact that _____ effect _____?

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

Notes:

Notes:

DESCRIBING CHARACTERS

Target Form(s): Nouns, Pronouns, Adjectives, Verbs

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
At first, _____. is/are _____. S/he is (not) _____. Then s/he is _____.	At the beginning of the story he _____. Then he learns (or changes) when _____. At the end, he _____.	When the story begins, she is _____. As a result of _____, she _____. By the end of the story, she _____.	Initially, she is/has _____. As a result of _____, she _____. Eventually, she _____.

SIMPLE ----->COMPLEX
(Independent /Dependent Clause)

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DESCRIBING CHARACTERS

Target Form(s): Nouns, Pronouns, Adjectives, Verbs

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
At first, _____. is/are _____. S/he is (not) _____. Then s/he is _____.	At the beginning of the story he _____. Then he learns (or changes) when _____. At the end, he _____.	When the story begins, she is _____. As a result of _____, she _____. By the end of the story, she _____.	Initially, she is/has _____. As a result of _____, she _____. Eventually, she _____.

SIMPLE ----->COMPLEX
(Independent /Dependent Clause)

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Notes:

Notes:

DESCRIBING OBJECTS IN SPACE (LOCATION)

Target Form(s): Prepositional phrases

(Build every lesson from simple to complex)

Beginning/Early Intermediate/Intermediate	Early Advanced	Advanced
This is _____ (prep phrase).	_____ is located _____ (prep phrase).	_____ being situated _____ (prep.phrase) is _____.
The _____ is _____ (prep phrase).	_____ is situated _____ (prep phrase).	Located _____ (prep phrase), the _____ is _____.
We put the _____ (prep phrase).		

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

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DESCRIBING OBJECTS IN SPACE (LOCATION)

Target Form(s): Prepositional phrases

(Build every lesson from simple to complex)

Beginning/Early Intermediate/Intermediate	Early Advanced	Advanced
This is _____ (prep phrase).	_____ is located _____ (prep phrase).	_____ being situated _____ (prep.phrase) is _____.
The _____ is _____ (prep phrase).	_____ is situated _____ (prep phrase).	Located _____ (prep phrase), the _____ is _____.
We put the _____ (prep phrase).		

SIMPLE -----> COMPLEX
(Independent /Dependent Clause)

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Notes:

PUSD

Notes:

PUSD

DESCRIBING SETTING

Target Form(s): Adjectives, verbs, prepositional phrases

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
The setting is ____. The time is _____.	The setting of the story is _____. It is ____ and _____. The time is _____. This is important because _____.	The story takes place in ____ around _____. This setting is significant because _____. The significance of the setting is _____ because _____.	This story taking place during the _____, can be described as _____. Significant to the setting is _____ because _____.

SIMPLE ----->COMPLEX

(Independent /Dependent Clause)

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DESCRIBING SETTING

Target Form(s): Adjectives, verbs, prepositional phrases

(Build lesson from simple to complex)

Beginning/Early Intermediate	Intermediate	Early Advanced	Advanced
The setting is ____. The time is _____.	The setting of the story is _____. It is ____ and _____. The time is _____. This is important because _____.	The story takes place in ____ around _____. This setting is significant because _____. The significance of the setting is _____ because _____.	This story taking place during the _____, can be described as _____. Significant to the setting is _____ because _____.

SIMPLE ----->COMPLEX

(Independent /Dependent Clause)

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Notes:

Notes:

EXPRESSING NEEDS AND LIKES

Target Form(s): Sentence structure, present and future tense

(Build lesson from simple to complex)

Beginning/Early Intermediate/Intermediate	Early Advanced	Advanced
We want (need, like) a ____. ____ wants (needs, likes) a ____. We will _____ because we need ____. We need a ____ (adjective) _____ (noun).	Because I prefer ____, I've always wanted to ____. If we want to ____, we need _____.	I have always wanted to _____ therefore, _____. In order to ____, it will be necessary _____.

SIMPLE -----> COMPLEX

49 (Independent /Dependent Clause)

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EXPRESSING NEEDS AND LIKES

Target Form(s): Sentence structure, present and future tense

(Build lesson from simple to complex)

Beginning/Early Intermediate/Intermediate	Early Advanced	Advanced
We want (need, like) a ____. ____ wants (needs, likes) a ____. We will _____ because we need ____. We need a ____ (adjective) _____ (noun).	Because I prefer ____, I've always wanted to ____. If we want to ____, we need _____.	I have always wanted to _____ therefore, _____. In order to ____, it will be necessary _____.

SIMPLE -----> COMPLEX

(Independent /Dependent Clause)

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ACADEMIC WORD LIST (List 1)

Analyze	Approach	Area	Assess
Assume	Authority	Available	Benefit
Concept	Consist	Context	Constitute
Contract	Data	Define	Derive
Distribute	Economy	Environment	Establish
Evident	Factor	Finance	Formula
Function	Income	Indicate	Individual
Interpret	Involve	Issue	Labor
Legal	Legislate	Major	Method
Occur	Percent	Period	Principle
Proceed	Process	Policy	Require
Research	Respond	Role	Section
Sector	Significant	Similar	Source
Specific	Structure	Theory	Vary

ACADEMIC WORD LIST (List 1)

Analyze	Approach	Area	Assess
Assume	Authority	Available	Benefit
Concept	Consist	Context	Constitute
Contract	Data	Define	Derive
Distribute	Economy	Environment	Establish
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Function	Income	Indicate	Individual
Interpret	Involve	Issue	Labor
Legal	Legislate	Major	Method
Occur	Percent	Period	Principle
Proceed	Process	Policy	Require
Research	Respond	Role	Section
Sector	Significant	Similar	Source
Specific	Structure	Theory	Vary

ACADEMIC WORD LIST 2

Achieve	Acquire	Administrate	Affect
Appropriate	Aspect	Assist	Category
Chapter	Commission	Community	Complex
Compute	Conclude	Conduct	Consequent
Construct	Consume	Credit	Culture
Design	Distinct	Equate	Element
Evaluate	Feature	Income	Final
Focus	Impact	Injure	Institute
Invest	Item	Journal	Maintain
Normal	Obtain	Participation	Perceive
Positive	Potential	Previous	Primary
Purchase	Range	Region	Regulate
Relevant	Reside	Resource	Restrict
Secure	Seek	Select	Site
Strategy	Survey	Text	Tradition
Transfer			

ACADEMIC WORD LIST 2

Achieve	Acquire	Administrate	Affect
Appropriate	Aspect	Assist	Category
Chapter	Commission	Community	Complex
Compute	Conclude	Conduct	Consequent
Construct	Consume	Credit	Culture
Design	Distinct	Equate	Element
Evaluate	Feature	Income	Final
Focus	Impact	Injure	Institute
Invest	Item	Journal	Maintain
Normal	Obtain	Participation	Perceive
Positive	Potential	Previous	Primary
Purchase	Range	Region	Regulate
Relevant	Reside	Resource	Restrict
Secure	Seek	Select	Site
Strategy	Survey	Text	Tradition
Transfer			

GLOSSARY

SIMPLE SENTENCES - Contain a subject and a predicate and may also include compound subjects, adjectives, and compound predicates.

Our hero trudged on. Our hero and his allies trudged on.

Our bold, intrepid hero trudged on and arrived safely.

COMPOUND SENTENCE STRUCTURE -Two complete sentences joined with a coordinating conjunction (and, but, for although, or).

Tim had to make good plays during the tryout, or the manager would not select him for the team.

COMPLEX SENTENCE STRUCTURE -“Embedded” clauses: dependent clauses that cannot stand alone as sentences, connected to an independent clause with a subordinating conjunction. Often creates distance between main noun and main verb.

Harvey, when he was looking at himself in the mirror, stumbled over the threshold.

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Susan Dutro-Frontloading Author and Comprehension Functions Expert

Avril Coxhead-Academic Word Lists

Teacher as Leader Committee: Bonnie Mozer, Gale Higgins, Joanne Curtis, Joanne Garafalo, JoEllen Roesti, Julie Blackburn, Lynn Schmidt, Denny Seelinger, Sue Gonzalez, Letitia Shelby, Nivia Smith-Kirknis, Katy Colbath.

<http://www.cde.ca.gov/ta/tg/sr/documents>

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